

Revised 3/17/2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal: Mr. William L. Creps

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Mahantongo Valley Elementary School

(As it should appear in the official records)

School Mailing Address:

1200 Ridge Road

Klingerstown, PA 17941-9801

County: Schuylkill

School Code Number: 3954

Telephone: (570) 648-6062

Fax: (570) 648-8739

Website/URL: www.tri-valley.k12.pa.us E-mail: wlc@tri-valley.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date

(Principal's Signature)

Name of Superintendent: Mr. Jack L. Herb

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Tri-Valley School District

Phone: (570) 682-9013

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson: Mr. Dennis Shomper

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

2 Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 1 Other : Junior/Senior High School
- 3 TOTAL
2. District Per Pupil Expenditure: \$7,027
 Average State Per Pupil Expenditure: \$6,927

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 4 - Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	2	10	12		8			
1	8	8	16		9			
2	8	5	13		10			
3	4	12	16		11			
4	10	9	19		12			
5	7	4	11		Other			
6	7	10	17					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								104

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| 96% | White |
| 1% | Black or African American |
| 2% | Hispanic or Latino |
| 1% | Asian/Pacific Islander |
| 0% | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1 (same as in #5 above)	104
(5)	Subtotal in row (3) divided by total in row (4)	.058
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 24%

Total number students who qualify: 25

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
16 -Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	6 Specific Learning Disability
___ Hearing Impairment	10 Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	0	1
Classroom teachers	7	0
Special resource teachers/specialists	1	5
Paraprofessionals	0	2
Support staff	2	3
Total number	10	11

12. Average school student-“classroom teacher” ratio: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	96 %	97 %	96%	97 %
Daily teacher attendance	98 %	97 %	88 %	95 %	96 %
Teacher turnover rate	14 %	28 %	0 %	14 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Surrounded by a cornucopia of corn, soybeans, grain, and fruits of every variety, the Mahantongo Valley Elementary School is located in the heart of the expansive valley with which it shares its name. The valley lies between the rolling mountains of the Appalachians, and from above, resembles a colorful Pennsylvania Dutch patchwork quilt. Dotting the landscape are many farms, some of which have been in the same families for several generations, as well as several villages of German heritage. Here one will still find volunteer fire companies and ambulance associations, parades, carnivals, church suppers, and Little League. Representing Small Town America at its best, it's a place where everyone for miles around is your neighbor. And, according to one of our fifth graders, our school is special because "we're in the valley".

In this age of consolidation, the Mahantongo Valley Elementary School is just one example of how bigger is not necessarily better. Although we are few in number, and humble in appearance, our mission is lofty: "In active partnership with families and community, our mission is to provide a positive, challenging, educational environment to enable and empower all students to develop the knowledge, self-confidence, attitudes, and skills necessary as the foundation for life-long learning and responsible citizenship commensurate with their unique talents and abilities." Carrying out our mission is a highly qualified team consisting of a partnership between administration, school board, support staff, teachers, parents, and the community. Together, this team strives to meet the diverse needs and enrich the life of each young individual, not only in the classroom, but also through many outstanding programs and opportunities both within and without the school, including, Positive Paws School-wide Effective Behavior Program, after school Homework Helpers, band, and Kid's Club, Community Fair competitions, Field Day, Veterans' Day programs, school spirit days, community sponsored sports teams, Read Across America, American Education Week, Girl and Boy Scouts, 4-H Club, and field trips to places which include Gettysburg, Lancaster, Harrisburg, the district's environmental site, and local farms.

Our school is also concerned about the needs of those less fortunate, and participates in several charitable events throughout the year, such as Relay for Life, Patriotic Pennies, Book Drive, Tri-Valley Charities, and Jump Rope for Heart.

There is no shortage of parental support and involvement. Whenever there is a special program, open house, or parent-teacher conferences, the parking lot is packed. We can always count on our parents to help us make gingerbread houses, chaperone field trips, and get the children dressed for the Halloween parade. One parent, who is also a very involved PTO member, has said, "It's wonderful to know everyone's name in the whole school. My children are happy and secure as they advance to another grade knowing all their friends will be in their class again and already knowing their teachers. Each child gets individual attention from teachers and support staff." Another parent has said, "The teachers at our school instill good work ethics and emphasize the importance of education to our children by going above the call of duty. I admire the integrity and dedication of the teachers and staff."

Perhaps one of our greatest assets is our dedicated Parent-Teacher Organization. Through their fund-raising efforts, they provide students and staff with special treats and activities, such as Christmas gifts, sweatshirts, t-shirts, yearbooks, assemblies, and field trips. They also conduct book fairs, after-school craft projects, holiday activities, and sixth grade recognition night. And, they make everyone feel special by recognizing every single birthday in the school!

If you were to ask our students why they think the Mahantongo Valley Elementary School is special, here's what they'd say: "We get more attention because there are less kids than there are at most schools." "My friends are all here and everyone is really kind." "We have a great guidance counselor." "Our teachers teach us how to get better at things that we are not good at." "It's a nice little school and you can't get lost." "We have a great principal. We also have great teachers. When we have special

events, parents always help.” “Our teachers are top-notch...(they) teach us things we never thought could be so amazing and important.” One parent sums it all up nicely. “The Mahantongo Valley is a wonderful place to live. People really care about friends, neighbors, and newcomers. Our school, its staff, and students are a reflection of that attitude.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the school’s assessment results in reading and mathematics.

The Mahantongo Valley Elementary School administers the Pennsylvania System of School Assessment (PSSA) in grade 5 and the TerraNova Achievement Test in grades 1, 2, 4 and 6. Each assessment is part of a variety of data the school collects to establish the school’s and students’ success. For the past two years, 3rd grade has also participated in the PSSA testing, but we lack the required three years’ data for this application.

The PSSA measures 5th grade student achievement on state academic standards in both reading and mathematics. All students are required to take our state examination. Therefore, our school scores include regular and special education students. This criterion-referenced test evaluates our school and students against the Pennsylvania academic standards. The test results are disaggregated as mandated by NCLB; however, Mahantongo Valley Elementary has less than the required ten students in each category other than gender. Thus these groups are not reportable.

All schools are provided state and school mean scaled scores in both reading and math. These scores allow us to compare our averages against other elementary schools across Pennsylvania. In 2004, our reading scaled score of 1580 was 210 points above the state average of 1370. Our math scaled score of 1590 was 210 points above the state average of 1380. Both scaled scores are greater than 50 points above the average score, which the state has identified as being educationally significant.

The state also provides school and student profiles that are developed to reflect four levels of overall student performance: Advanced, Proficient, Basic and Below Basic. These performance levels were started in 2001. The goal is for all students to score at the proficient or advanced level. As shown in the data tables, the Mahantongo School has consistently achieved much higher than the Adequate Yearly Progress goal of 45% proficiency in reading. In 2004, all students achieved the proficiency level – 100%. The previous three years’ data also demonstrates a high degree of proficiency: 2003 – 71%; 2002 – 68% and 2001 – 90%. Over the past four years the state average for the percentage of students in the Below Basic category has been near 20%. While at the Mahantongo School, these numbers have been significantly lower: 2004 and 2001 – 0%; 2003 – 12%; and 2002 – 5%.

For the past two years, the state established a 35% proficiency rate for math. In 2004, Mahantongo demonstrated a 71% proficiency rate. The previous four years data displayed a minimum of 20% higher achievement rate than the state average as shown: 2003 – 58%; 2002 – 69% and 2001 - 65%. In 2004, Mahantongo had no students in the Below Basic category and only averaged 13% of its students in this level during the previous three years while the state average was 23%. Our school is very proud of its outstanding proficiency rates achieved in reading and math over the past four years, however, we are equally proud of the very small number of students who have performed at Below Basic level. The data would indicate that our students who have not yet achieved proficiency are progressing towards proficiency because of the consistent low percentage in the bottom performance level. The following is the state website: <http://www.pde.state.pa.us>, which will confirm the school’s data.

In addition to the PSSA data, our district administers the TerraNova Achievement Test as a means to compare our students against a national audience in reading, language, math and total performance. Our students in grades 1, 2, 4 and 6 compare very favorably against national norms. Each grade’s class

average is significantly higher than the 50th percentile, which indicates an average performance on a national norm referenced test. In grades 4 and 6, the TerraNova provides performance levels that correspond to the four performance levels used by the PSSA. Our student percentages in these two grades are very similar to the results displayed on the PSSA.

Our assessment results indicate we have been successful in aligning our curriculum and teaching practices to assist our students in achieving proficiency on the Pennsylvania Academic Standards. In addition, our students are also performing to a high national average on the TerraNova Assessment.

2. How the school uses assessment data to understand and improve student and school performance.

Data driven decisions are the backbone of our district. The principal and staff have incorporated a systematic analysis of each component of our school assessment program. PSSA Reading and Math results are reviewed by each standard and compared to the previous four years' results with teachers, parents and school board members. This review provides short-term trends and long-term patterns about increased and decreased achievement. During monthly grade level meetings, teachers compare student performances both individually and as a group. There is discussion about the consistency of individual assessment results to the student's grades and daily performance in the classroom. The principal and teachers brainstorm ways to improve group or individual performance. When an academic standard needs improvement, a curriculum team reviews the curriculum strands that incorporate that academic standard.

Our school-wide assessment plan includes curriculum assessments, PSSA results, TerraNova results, teacher's recommendation and IQ tests. Each student has an electronic transcript that contains his/her report card grades, criterion-referenced test (PSSA) by scaled scores and performance levels, TerraNova Achievement results, and IQ tests. This tool allows administrators, teachers, and parents to analyze individual performance throughout the student's academic career, and has greatly aided student identification for special education services, remedial support and the enrichment program. At the end of each school year, teachers complete an Individual Student Assessment checklist on every student to document the classroom strengths, weaknesses and behavioral concerns.

This unique system of student, class, grade and building analysis has demonstrated great results, as our school's math scores have steadily increased.

3. How the school communicates student performance, including assessment data, to parents, students, and the community.

The Tri-Valley School District emphasizes communication with staff, parents and community. The district uses various mediums to communicate our school's and students' progress and achievements. The building principal communicates to the school board by written data analysis that includes charts, tables and a written summary. All these materials are presented to the local media who cover our monthly school board meetings. Annual meetings are held specifically to review all test data with parents and the community. These meetings are well publicized and all parents are encouraged to attend. PowerPoint presentations are used to explain the students' performances. The district uses its quarterly newsletter to publish test results and student accomplishments. Every household receives this newsletter. The district also uses its website to disseminate its annual building and school report card.

In September, a "Meet the Teacher Night" is held to explain classroom procedures and teacher expectations. Parent-teacher conferences are held at the end of the first marking period. Parent attendance

is very high for both events. Teachers are mandated to contact parents who are unable to attend the conferences.

Detailed student and group reports from the PSSA and TerraNova tests are sent home. The principal and teachers thoroughly explain the results to the students before the reports are sent home.

In addition, student agendas are used in grades 3 - 6 to communicate daily activities and assignments. Teachers also use email for communication with parents, which includes outlining the week's assignment, activities, student performance and behavioral issues. The district produces a detailed monthly calendar informing parents of events. Each teacher has phone access in her classroom to foster parent contact, as well as a voice-mail account to receive messages from parents.

Mid-term notices and report cards are used to communicate the students' academic performance four times a year. Grades K - 3 use an itemized report card to provide specific information on reading, math and language skills. These grades use performance levels that mirror the PSSA categories. Grades 4 - 6 use a traditional letter grade system.

4. How the school has shared and will continue to share its successes with other schools.

The Mahantongo Elementary School has shared and will continue to share its success with other schools by participating in county and district workshops, the Intermediate Unit's curriculum council, county elementary principal meetings, and through the district's quarterly newsletter.

The county and district workshops provide opportunities to share successful strategies with other professionals. All district administrators meet every month to discuss progress and share strategies that have been effective in fostering student growth.

The elementary principal has shared with other county administrators how our staff is using performance level grading in grades K to 3. He demonstrated the rationale and background for the use of the new report cards, which are divided into grade specific benchmarks. This process included the creation of grade specific rubrics and performance tasks for all teachers to use. The district's data analysis of building and student performance was recently the focus of a workshop sponsored by the Intermediate Unit.

PART V – CURRICULUM AND INSTRUCTION

1. Outline each curriculum area and show how all students are engaged with significant content based on high standards.

The Mahantongo Valley Elementary School's curriculum is a standards based curriculum, which prepares students to become independent, lifelong learners. Our instruction is based on best practices dealing with the cognitive and emotional development of our children. It has a balance between skill instruction and content, while embracing developmentally appropriate practices that address national and state expectations.

The district's reading curriculum relies on a balanced literacy approach. Our focus in the primary grades is "learning to read" while our intermediate teachers focus on "reading to learn". Our reading philosophy integrates systematic instruction of phonemic awareness, phonics, fluency, comprehension, vocabulary development, and written response to literature. This approach has yielded years of outstanding results on both the criterion and norm referenced tests. Our developmentally appropriate language curriculum is

largely integrated into the reading instruction. Guided and independent writings are included into content specific units, emphasizing that language is a vital part of all academic demands. These writings are assessed based on the PSSA writing rubric. Grammar and writing mechanics are taught in a systematic approach at each grade level with ample opportunities to develop proficiency through the formal writing process.

Our math curriculum quickly expands upon the learning of the basic facts of the four operations to the written explanation of a performance task. With the recent addition of morning math meetings in the primary grades, students focus daily on life-long skills such as time, money, measurement, and patterns in typical situations which adults encounter in their daily lives. Problem solving strategies are taught in each grade level with a focus on the process of answering the question, not just getting the correct answer.

The social studies curriculum addresses history, citizenship, government, geography and economics. Beginning with a focus on the student and family, then moving on to the neighborhood, community, nation and world, this program provides students with both factual information and an appreciation for the people and events that shape our world.

The science curriculum is an inquiry-based model stressing hands-on learning that creates curiosity and motivates learners. Investigative techniques are entwined with student discoveries for each unit. Students investigate, experiment, gather data, organize results and draw conclusions on key concepts. Students experience a shared science curriculum where older students aid younger students in hands-on experiments such as creating and erupting a volcano. Students also have access to the district's outstanding environmental site where they are exposed to lessons that stress environmental awareness that is invaluable to the local agricultural community.

Computers and technology are integrated into subject areas. Keyboarding is taught in the primary grades and reinforced at each grade level. Students complete specific grade designed projects using Microsoft Word, PowerPoint, spreadsheets, scanners, and digital cameras to demonstrate computer skills. Information literacy, research skills and internet skills are tailored to meet each grade's curriculum. Students participate regularly with integrated software in reading and math, which focuses on the student's instructional level.

All students receive instruction in music, library, and physical education. The music department annually presents two programs that incorporate every student at some point during their elementary career. An elementary band and individual instrumental lessons are offered in grades 4 to 6 with a high percentage of student participation. The band also performs twice yearly for the public. The library curriculum focuses on skills using a computerized card catalog, information literacy skills, and efficient research methods. Our librarian integrates literature that matches each grade's social studies and science curriculum. The physical education curriculum is developmentally designed. Our program focuses on life-long skills, which are incorporated into mental and physical activities. Sportsmanship and teamwork is held in the highest regard. Our art program is integrated into classroom content instruction.

2. Reading Curriculum

The goal of our reading program is to meet the needs of all of our students to enable them to become independent, lifelong learners. Our program is balanced and research-based, focusing on the five areas of effective reading instruction as identified in the National Reading Panel Report, and it is aligned with Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

Beginning in Kindergarten, teachers use instructional methods that are direct, explicit, and systematic in conjunction with rich literature that includes a variety of genre. Two basal series are used: Scott Foresman *Reading* in the lower grades, and MacMillan/McGraw-Hill *Spotlight on Literacy* in the upper

grades. Big books, chapter books, short stories, and mythology are also used, and are often integrated with other subject areas. Writing in response to reading is also taught at every grade level. A combination of methods is used to insure reading success for every child, including whole and small group instruction, sustained silent reading, and read-alouds. Research-proven strategies, such as readers' theatre, echo, choral, paired, and repeated readings are used with both developing and struggling readers. Children engage in before, during, and after strategies to develop comprehension skills. Each teacher models how to use graphic organizers, summarize a story, or develop a written response.

Technology is another important component of our reading program, which includes Success Maker, Accelerated Reading, audio, and videotapes. And, the children participate in motivational programs such as Newspaper in Education Week, Read Across America, Pizza Hut's Book It!, and the 100 Book Club.

Our best approach to a successful reading program is the team approach: teachers, parents, students, and community all working together to create lifelong learners.

3. Technology Curriculum

Technology is part of our students' everyday educational experience. Our students use a computer as an educational tool no different than a pencil, ruler or textbook. The blending of technology and learning, not the technology itself, creates an environment where students thrive and develop into active members of our community. From Kindergarten to sixth grade, students have skills to develop and benchmarks to complete that evaluate their computer proficiency. This systematic approach of teaching computer skills allows students to build upon previous instruction and accomplishments.

Vital to the development of these skills are the many opportunities our staff provides by integrating technology into their daily instruction. Developing these skills is not the end, but the beginning for students who will apply these grade appropriate skills in their daily learning. In primary grades, students develop proper keyboarding skills including speed and accuracy, demonstrate knowledge of computer components and purpose, develop basic internet skills/protocol and begin to build a vocabulary of computer terminology. As students progress through the intermediate grades they continue to refine their keyboarding and internet skills. Additional skills are developed through instruction using multi-media programs such as PowerPoint, Microsoft Word, spreadsheets, and databases. Students also incorporate the use of a scanner and digital camera into their benchmark project for each intermediate grade.

This small school's computer resources are excellent. Each classroom has several student computers with software at the students' fingertips, ready to expand their world when needed. The computer lab has 25 high-speed computers, which are used for specific computer instruction as well as integrated subject learning. The adjoining library has additional computers used during library instruction. All computers have internet capabilities and are networked.

As impressive as the range of computer skills the Mahantongo students learn is the efforts of our staff to integrate technology seamlessly into its daily routine. The daily modeling from our staff using computers reinforces to the students how today's world is linked to technology. It enables staff to enhance instruction and motivate our students. Because of our emphasis on computer instruction and our students' acquisition of computer skills in the elementary level, our junior/senior high school has completely redesigned its business and computer curriculums.

4. Describe the different instructional methods the school uses to improve student learning.

The Mahantongo teachers use a variety of instructional methods to promote student progress and meet the needs of all students. Every student's progress is considered during instructional planning. Instructional methods include flexible grouping, modeling, guided discussion and cooperative activities. A hands-on

approach to learning, the incorporation of engaging real life applications, and problem solving activities are evident in all curriculum areas.

Students are heterogeneously in the classroom while instructional group decisions are based on students' strengths, needs and learning styles. Students meet high expectations because clear learning objectives are presented for each lesson. These learning objectives are written for all students to view on a chalk or white board. Teachers reference the objectives throughout their lessons and during the lesson closures.

Computers are used for direct instruction, remediation, and enrichment. Most classrooms have a minimum of three computers with internet access and NCS Learn software for reading and math. Also, the building has a lab of 25 student stations with 17" flat screen monitors and a host of computer accessories to enhance the students' computer capabilities. Academic support is available within the classroom setting by reading specialists, a learning support teacher, a guidance counselor, an instructional support teacher, a speech therapist, an occupational therapist and a math certified remedial math instructor. Building-wide instructional aides and community volunteers regularly assist students.

The Mahantongo Valley Elementary School's approach meets the students' cognitive and emotional needs, which enables all students to reach their fullest potential.

5. Describe the school's professional development program and its impact on improving student achievement.

The Tri-Valley School District recognizes the close relationship between outstanding instructors and student achievement. With this thought, the district created a comprehensive development and supervision plan entitled **Enhancing Professional Practices**. This all-encompassing, year-round process addresses the high expectations the district has for its teachers. Our staff is committed to learning new strategies in order to support our students' dreams and aid them to achieving their goals.

To assist our professional staff to achieve high professional standards, **Enhancing Professional Practices** creates a system of differentiated professional development and supervision. This program meets the individual needs of all staff from the first year novice with a mentoring program to the distinguished educator. Each teacher is involved with a mode that meets his or her professional needs or expectations. Non-tenured staff follows a more prescriptive mode to ensure proficient development of key components. Tenured staff has various options to meet their professional needs. Staff may initiate an individualized or cooperative plan to create a project to explore new instructional strategies, create differentiated student materials or address other concerns that enhance student development and achievement. The goal of **Enhancing Professional Practices** is to allow teachers to control their own professional development with the support of a building administrator.

Because our district recognizes the positive correlation between quality instruction and student achievement, eight days are devoted to staff development. Administrators address staff concerns or needs based on a needs assessment survey given every few years. The district engages professionals qualified to address these needs and schedules them for staff development days.

In addition to the district's scheduled days, the district provides financial support to enable teachers to attend professional conferences. Teachers may also earn up to 12 credits a year with district financial support available.

Technology has impacted our teacher development. Every teacher has a computer for his or her professional use with most of the staff having laptops. The district has endorsed the use of professional development programs on the internet, many of which are sponsored by Pennsylvania Department of Education.

PART VI - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade** 5 **Test:** Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2004 **Publisher:** Data Recognition Company and PA Dept of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES					
% At or Above Basic	100	88	95	100	
% At or Above Proficient	100	71	68	90	
% At Advanced	65	33	37	35	
Number of students tested	17	24	19	20	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES - Percent					
% At or Above Basic	81	78	80	77	
% At or Above Proficient	62	58	57	56	
% At Advanced	34	27	18	20	

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade** 5 **Test:** Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2004 **Publisher:** Data Recognition Company and PA Dept of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES					
% At or Above Basic	100	83	79	85	
% At or Above Proficient	88	58	69	65	
% At Advanced	59	8	26	35	
Number of students tested	17	24	19	20	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES - Percent					
% At or Above Basic	80	78	75	78	
% At or Above Proficient	62	57	53	53	
% At Advanced	37	28	26	23	

REFERENCED AGAINST NATIONAL NORMS

Grade 1 **Test:** Terranova Achievement Test

Edition/Publication Year: 2000 **Publisher:** CATB

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles __X__

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES – Quartiles - Reading					
Top 76-100%	33	47	53	18	NA
Top Middle 51-75%	25	29	21	27	NA
Low Middle 26-50%	25	12	16	36	NA
Low 1-25%	17	12	10	18	NA
Number of students tested	12	17	19	11	NA
Percent of total students tested	100	100	100	100	NA
SCHOOL SCORES – Quartiles - Math					
Top 76-100%	59	41	26	27	NA
Top Middle 51-75%	8	41	53	45	NA
Low Middle 26-50%	8	12	16	9	NA
Low 1-25%	25	6	5	18	NA
Number of students tested	12	17	19	11	NA
Percent of total students tested	100	100	100	100	NA
Subset Scores -Percentiles					
Reading	58	66	66	48	NA
Language	70	66	71	51	NA
Math	62	68	62	55	NA
Total	64	67	68	51	NA

REFERENCED AGAINST NATIONAL NORMS

Grade 2 **Test:** Terranova Achievement Test

Edition/Publication Year: 2000 **Publisher:** CATB

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES – Quartiles - Reading					
Top 76-100%	53	33	22	42	NA
Top Middle 51-75%	33	39	55	26	NA
Low Middle 26-50%	14	28	0	16	NA
Low 1-25%	0	0	22	16	NA
Number of students tested	15	18	9	19	NA
Percent of total students tested	100	100	100	100	NA
SCHOOL SCORES – Quartiles - Math					
Top 76-100%	60	33	11	63	NA
Top Middle 51-75%	26	39	33	26	NA
Low Middle 26-50%	14	28	22	11	NA
Low 1-25%	0	0	33	5	NA
Number of students tested	15	18	9	19	NA
Percent of total students tested	100	100	100	100	NA
Subset Scores - Percentiles					
Reading	76	65	55	63	NA
Language	83	71	55	75	NA
Math	76	66	45	70	NA
Total	82	70	53	72	NA

REFERENCED AGAINST NATIONAL NORMS

Grade 4 **Test:** Terranova Achievement Test

Edition/Publication Year: 2000 **Publisher:** CATB

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES- Reading					
% At or Above Basic	73	94	87	94	NA
% At or Above Proficient	73	83	48	72	NA
% At Advanced	9	33	13	17	NA
Number of students tested	11	18	23	18	NA
Percent of total students tested	100	100	100	100	NA
SCHOOL SCORES- Math					
% At or Above Basic	100	100	91	89	NA
% At or Above Proficient	82	72	69	61	NA
% At Advanced	27	33	8	17	NA
Number of students tested	11	18	23	18	NA
Percent of total students tested	100	100	100	100	NA
Subset Scores - Percentiles					
Reading	63	73	58	72	NA
Language	55	77	58	68	NA
Math	70	74	63	64	NA
Total	64	76	61	69	NA

REFERENCED AGAINST NATIONAL NORMS

Grade 6 **Test:** Terranova Achievement Test

Edition/Publication Year: 2000 **Publisher:** CATB

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: April					
SCHOOL SCORES- Reading					
% At or Above Basic	91	95	95	94	NA
% At or Above Proficient	82	78	82	88	NA
% At Advanced	14	42	36	19	NA
Number of students tested	23	19	22	16	NA
Percent of total students tested	100	100	100	100	NA
SCHOOL SCORES- Math					
% At or Above Basic	82	89	82	81	NA
% At or Above Proficient	73	68	82	75	NA
% At Advanced	32	6	45	48	NA
Number of students tested	23	19	22	16	NA
Percent of total students tested	100	100	100	100	NA
Subset Scores - Percentiles					
Reading	66	76	78	68	NA
Language	62	67	79	72	NA
Math	71	70	74	68	NA
Total	68	74	80	71	NA

